

Unit 9

All is not Lost

Learning Outcomes:

By the end of this unit students will:

- scan the text to look for the contextual meanings
- recognize the rules of changing the narration of statement, requests/ orders and questions
- know the use of compound prepositions
- illustrate the use of past perfect continuous tense
- organize the ideas in a clear, structured and logical manner

Pre-reading:

- Which idea comes to your mind when you look at the picture and the title of the story?
- What do you think is the role of a nurse in the treatment of a patient?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustration about the contents of the text.

1. It was the beginning of my profession as a nurse.

I worked in the Intensive Care Unit (ICU) of the neurology ward. As a young professional, I wished to save the world. I was excited to see the patients making quick recoveries from devastating accidents, yet I was pained to nurse those who were struck with acute neurological disorder.

What is an ICU in a hospital?

2. One day, standing at the bedside of a young patient, I wondered if she could make the same recovery like others. Hira had received severe head and spinal injuries as she was hit by a speeding bus while crossing a busy road. I took her lifeless arms in my hands and tried to do several exercises on her but in vain. Also, I asked her younger sister to come and talk to her, thinking that the voice of a near and dear one might activate the nearly dead neurons. She could see but not talk. Her eyes showed a certain helplessness. I could read her mind through her eyes. Perhaps she wanted to say, "Please help me."

To what extent does the recovery of a patient depend upon the doctor and the nurse?

3. A fellow nurse came near me and asked, "Rahila, what are you doing? Fighting a lost battle?" I was shocked at first to hear a colleague making a hopeless comment. Then I replied, "I'm trying to make her brain process by her sister's voice. Also, I am doing my best to ensure that her arms and legs get proper exercise. This might help her walk like a normal person." Meanwhile, a senior doctor on duty, walked in. He gave me an ironic smile and said, "If you spend most of your duty hours on one patient, we will have to recruit more nurses to attend the other patients. Please go and see the other patients. We do not have much hope for her. I don't think that she can ever walk again."



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.

4. I was upset. The advice to leave the patient unattended did not seem right. I knew that she had suffered from major neural damage, but she needed to be given a chance. An inner voice somewhere within me spoke, "Try once for her."
- What do you infer about her professional skills from the expression, "Try once for her"?
5. I went to the senior nurse and told her that I wanted to help this patient and work with her more closely. The senior nurse looked at me with utter surprise and remarked that she had orders from the doctor in-charge to shift her to the general ward. The doctors thought that she was a hopeless case and the bed must be spared for other patients. I was shocked to hear this. The patient's family also requested me to help them fight the case. Something needed to be done. I could not leave my patient fighting a lost battle on her own. I made up my mind to risk my career and help the patient. I requested the senior doctors to allow me attend this young helpless patient. Somehow, I was able to make the patient stay in the ICU.
- Identify kinds of noun used in the text.
6. I continued to work on Hira. But she was not making much recovery. I felt as helpless as she was to see her lie on bed in a miserable state. Could I be able to justify my stance before the senior doctors? I did not lose hope. I continued to work with patience and kept doing exercises with her. Gradually, I could see her making a slight recovery. One day, I was thrilled to see, she lifted her little finger. All was not lost!
7. I was sent on a three months training course to Karachi. I made all possible attempts to leave my patient in good hands. I returned after three months to see my patient's bed taken up by another. My feet froze to the ground. I did not have the courage to ask, "What happened?"
8. As I stood near the bed with several questions popping in my mind, I felt a gentle pat on my shoulder. I turned around and see a young woman, smiling at me. "Are you looking for your patient?" she said and gave me a big hug. "Thank you for everything you did! I know you did not allow them to make me

lead a crippled life.”

9. I stood still, until her family came around with big smiles on their faces. Thanks to Allah, she was my patient, standing and walking on her own feet. I could not recognize her without the machinery and tubes around her body. She walked on crutches, which she would leave in a few months. I was glad that my efforts bore fruit. But most of all, I was happy that Allah Almighty had helped me win a lost battle.
10. She and her family had entered into a considerable bond of friendship with me. I was humbled by their sense of gratitude towards me. I felt a sense of renewed strength in me. ‘Where there is a will there is a way.’ I was proud to be a nurse.

Theme:

Some people consider nursing as an underrated profession. It is not being valued like some other professions. So, this story highlights the importance of nursing profession and how the sincere effort and strong determination of a nurse saves a patient from a near crippling stage.

Glossary:

neurology	-----	study of nerves and nerve cells
devastating	-----	shocking
neurons	-----	nerve cells
recruit	-----	employ
popping in	-----	appearing
crutches	-----	support
gradually	-----	slowly
miserable	-----	very unhappy

Oral Activity:

Form groups and discuss the following points.

- How important is the nursing profession?
- Is the profession of nursing valued in Pakistan?

Prepare a group presentation on "The Problems of Nursing Profession".

Comprehension**A. Answer the following questions.**

- Why did the nurse ask Hira's sister to come and talk to her?
- Why did the nurse disagree with the doctor's point of view?
- Why did the nurse ask herself the question: "Could I be able to justify my stance before the senior doctors?"
- Describe some qualities of the nurse in the story.
- Why did the nurse say, "Where there is a will there is a way"?

**For the Teacher:**

- Engage students in a discussion about the importance of the nursing profession.
- Stress the point that all professions are noble and important, we should do justice to them like the nurse in the story.

B. Rearrange these sentences in correct sequence.

1. We do not have much hope for her.
2. As a young professional, I wished to save the world.
3. I could not leave my patient fighting a lost battle on her own.
4. I was proud to be a nurse.
5. One day I was thrilled to see, she lifted her little finger. All was not lost!
6. The advice to leave the patient unattended did not seem right.
7. Thanks to Allah, she was my patient, standing and walking on her own feet.
8. One day, standing at the bedside of a young patient, I wondered if she could make the same recovery like others.

Vocabulary**A. Match column A with column B.**

Column A	Column B
beside	prove myself right
ironic	decided
made up	at the side of
justify my stance	conveying opposite sense

B. Identify the phrases and idioms in the unit and use them in sentences.**C. Use the following words in sentences first as verbs and then as nouns.**

care, walk, surprise, request, need, state

Examples

First go straight, then **turn** left. (verb)

It is my **turn** now. (noun)

Grammar

A. Rewrite the following paragraph. Put in articles “a” “an” and “the” to replace > where necessary.

‘Where there is > will there is > way’ is > famous proverb. Many > wise men has approved it. It is > altogether wrong notion to ignore it. > people who adopt this fine principle, find > ultimate victory. > man who does not act upon this rule cannot succeed in > life. What > lesson it has for all of us!

Direct and Indirect Narration

Direct speech means the exact words that someone says. These are enclosed with quotation marks, which are called inverted commas.

Examples

- I replied, “I’m trying to make her brain process by her sister’s voice.”
- “Are you looking for your patient?” she said.
- The doctor said, “Please go and see other patients.”

Indirect speech does not consist of the actual words of the speaker but conveys the full sense of what he said.

Examples

- I replied that I was trying to make her brain process by her sister’s voice.
- She asked me whether I was looking for my patient.
- The doctor requested me to go and see other patients.

B. Recapitulate your previous knowledge about Direct and Indirect Narration and answer the following questions.

- Can you identify the tenses of the reported speech of above examples?
- What are the rules to change direct statements into indirect statements?
- What are the rules to change interrogative sentences?
- What are the rules to change imperative sentences into indirect speech?



For the Teacher:

- Help students recognize the rules of changing the narration of statements, imperative sentences and questions.

C. Rewrite paragraph 3 of the unit in the Indirect Speech.

D. Change the narration of the following sentences.

1. He said to him, "What are you reading?"
2. He said, "You have made a mistake."
3. She said, "Do not waste your time."
4. He said to me, "Will you watch a drama tonight?"
5. She said to her sister, "Please listen to me."

Compound Prepositions

Compound prepositions are two or more words working together as one word and functioning as a preposition.

Example

He couldn't attend the seminar **because of** his brother's marriage.

E. Complete the sentences with the given compound prepositions.

along with, according to, in front of, away from, because of, instead of

1. _____ my teacher, it is a great book.
2. He had to retire _____ ill health.
3. I am standing _____ the school building.
4. He is coming _____ his friends.
5. I am _____ my home right now.
6. He left for Sialkot _____ Lahore.

Past Perfect Continuous Tense

The structure of the Past Perfect Continuous Tense is:

Subject + auxiliary verb + auxiliary verb + main verb

had been base + ing

Use of the Past Perfect Continuous Tense

The Past Perfect Continuous Tense is like the **Past** Perfect Tense, but it expresses longer actions in the **past** before another action in the past.

Example

Rahim started waiting at 9am. I arrived at 11am. When I arrived, Rahim **had been waiting** for two hours.

We also use **for** and **since** with the Past Perfect Continuous Tense.

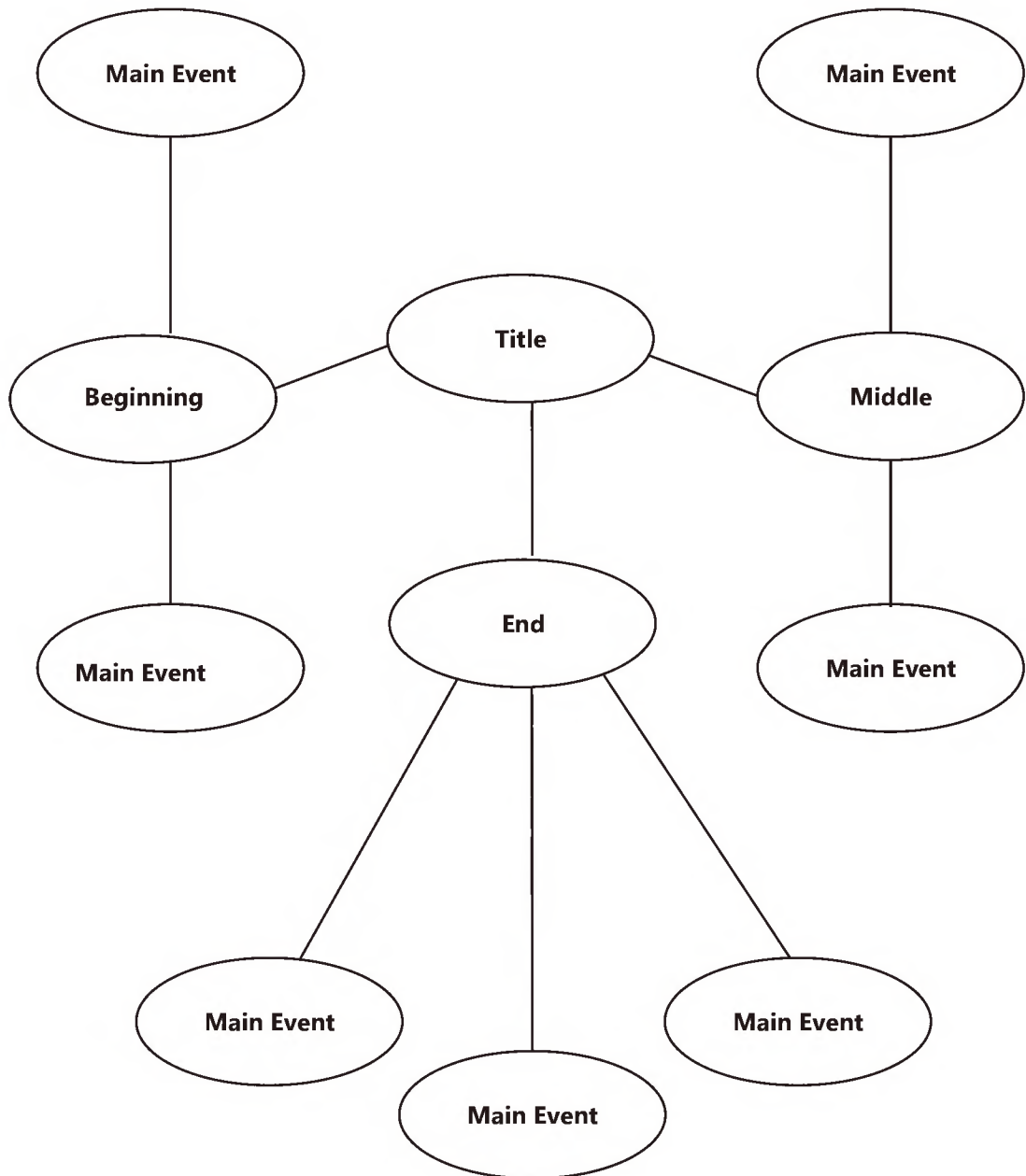
F. Write the Past Perfect Continuous forms of the verbs given in brackets.

1. Saleem was sitting on the chair, out of breath. He _____ (run).
2. We _____ (walk) along the road for 20 minutes when a car stopped and the driver offered us a lift.
3. I _____ (do) my homework for two hours when my friend came.
4. They _____ (take) exercise since morning.
5. The patient _____ (cry) with pain when the doctor arrived.

G. Make five sentences using the Past Perfect Continuous Tense and convert them into negative and interrogative sentences.

Writing Skills

A. Write a summary of the story in your own words retelling the nurse's struggle and how the problem was solved.



B. Write a personal narrative, focusing on the following points.

1. Include choice of period in your life.
2. Include clear statement of personality traits at that time.
3. Include significant details and an incident to portray personality.

After writing a narrative piece of writing, revise and edit according to the checklist given below.

- ▶ Have I chosen only the most interesting events in my life?
- ▶ Do I have enough interesting story about these events?
- ▶ Have I organized the events in a chronological order?
- ▶ Have I kept a conversational tone in the first person?
- ▶ Do I have a strong, satisfying conclusion?
- ▶ Have I checked spellings and punctuation marks?